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Illinois 1936

Dictionary Contest



An Educational Program
For Instruction In The
Use Of The Dictionary

ISSUED BY - JOHN A. WIELAND, SUPERINTENDENT
OF PUBLIC INSTRUCTION. PRINTED BY THE
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1936
ILLINOIS DICTIONARY CONTEST

An Educational Program
for Instruction in the
Use of the Dictionary

STATE CONTEST COMMITTEE

O. F. PATTERSON, *Chairman*, Assistant Superintendent of Public Instruction, Springfield.

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Issued by
JOHN A. WIELAND,
Superintendent of Public Instruction



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FOREWORD

The vocabulary of an individual, like that of a race, is in direct proportion to the range, activity, and accuracy of his ideas. Ideas depend upon words for their conveyance. Not only are words the instruments by means of which we grasp the thoughts of others, but with them we do our own thinking.

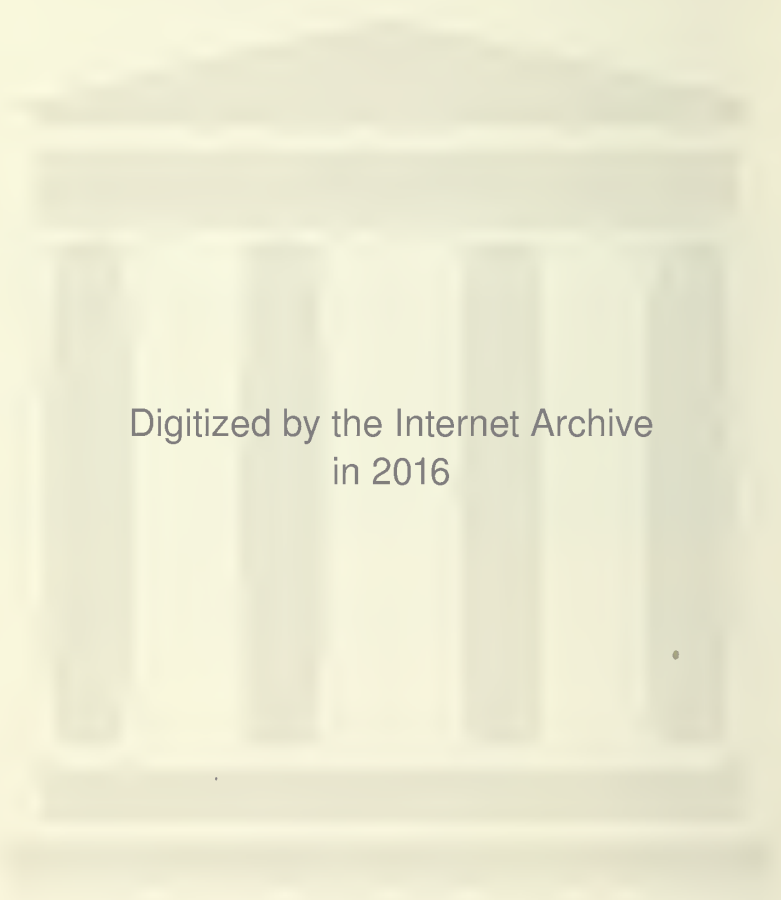
The program herein described lends itself to vocabulary extension and to word mastery. It is fundamentally related to growth in scholarship. Hence it is in this project as an educational program rather than as mere contests that we feel the greatest value lies.

This bulletin was prepared by Elmer W. Cavins, Assistant Professor of English (Emeritus), Illinois State Normal University, and O. F. Patterson, Assistant State Superintendent of Public Instruction.

JOHN A. WIELAND,

Superintendent of Public Instruction.

October 26, 1936.



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INTRODUCTION

With the issuance of this bulletin goes the announcement of a State Dictionary Contest, to be held in Springfield on the first day of the meeting of the State Teachers Association in December. The contest is open to pupils of all public (and private) elementary schools of Illinois.

This bulletin is prepared for superintendents of schools, principals, and teachers. It offers an educational program for instruction and training, and outlines a plan for making the possession and use of good dictionaries more general in Illinois.

This bulletin is sent from the office of the State Superintendent of Public Instruction to all county superintendents, and to superintendents in those cities in which the enrollment in the elementary schools is at least 1,000, according to the Illinois School Directory for 1935-1936. City and village schools whose enrollment in the grades is under 1,000 may, if their principals choose, share in the program, by becoming a part of the county organization and obtaining copies of this bulletin and sets of contest questions through their county superintendents.

INVITATION TO PARTICIPATE

Participation in the Dictionary Contest program, herein set forth, is optional. County and city superintendents are the ones to decide what part, if any, shall be taken by the schools under their administration. Schools may adopt—or adapt—the program and be under no obligation to send a representative to the state contest in December.

CONTEST MATERIAL

Superintendents may secure copies of this bulletin for their teachers by writing to John A. Wieland, Superintendent of Public Instruction. It is hoped that superintendents will have duplications of the "Series of Class Exercises", headed Dictionary Contest, made for the schools under their administration.

AN EDUCATIONAL PROGRAM

If you believe, as we do:

1. That the intelligent use of the dictionary is necessary to scholarship.
2. That the dictionary is the most valuable of reference books, yet comparatively few pupils habitually use it.

3. That one of the best things a teacher can do for pupils is to develop self-reliance, and put them in the way of helping themselves.

4. That children (and many teachers) need to be informed on the many uses of a dictionary; they need to have it interpreted to them.

5. That they need intimate and direct contact with a dictionary to learn its resources and realize its worth. (Then, and not till then, will the urge be strong enough to impel them to consult a dictionary when they need its help.)

6. That if pupils in the grades become genuinely interested in the dictionary and trained in its rapid use, they will be likely to retain that interest through life; the interest will probably increase rather than diminish.

—If you share our convictions as to the need for such training in the elementary school, please examine the set of exercises sent herewith—exercises under the guise of contests—designed to give instruction and facility in the use of the dictionary.

WHAT IS A DICTIONARY CONTEST?

It is a test of speed and accuracy in finding in the dictionary various kinds of information about words. (Any good dictionary contains about fifteen different classes of information, ten of which are included in the contests herewith provided.)

TWO TYPES OF CONTEST

One type consists of a series of contests—more properly regarded as Class Exercises—each dealing with one phase of word study. The other is a comprehensive contest, which includes in one test all of the ten phases of word study covered by the set of Class Exercises. For an example of the comprehensive contest see page 13. It is headed “An Illustrative Dictionary Contest”. This type of contest will be used in city and county Finals and in the state contest at Springfield.

Enclosed with this bulletin is a sample set, or series of Class Exercises. They are numbered and arranged, as we think, in the order of their value. Teachers who may not have time for all the series will prefer to omit the least important—at the end of the list.

BY WAY OF PREPARATION

We find that pupils in the grades, particularly in the intermediate grades, require the most primary instruction in the contents and use of a dictionary. The series of Class Exercises, styled “Dictionary Contests”, herewith provided, will prove valuable beyond your expectation in teaching children to interpret the dictionary and take pleasure in its use.

Each lesson presents a new use of the dictionary and places emphasis on that use. To prepare pupils for the intelligent use of a dictionary teach them:

1. To find words quickly.
2. To know the difference between *definitions* and *synonyms*.
3. To recognize *sentences* and *phrases* given to *illustrate use*, and to distinguish them from definitions.
4. To know the meaning of *accent* and of *diacritical* marks; and how to use the *key line* in learning correct pronunciation.
5. To find the *plurals* of nouns that form their plurals irregularly. (Some dictionaries give *only the endings* of plural forms.)
6. To observe correct *syllabication*.
7. To distinguish *hyphenated* words from other compound forms.
8. To know that the *part of speech* of each word is given by an abbreviation following the pronunciation.
9. To find the meanings of *abbreviations*, whether in the main vocabulary or near the end of the book.

The set of Class Exercises, that goes with this bulletin, covers the specific phases of word study enumerated above, and provides interesting and profitable lessons, of 30 to 40 minutes daily, for a period of about two weeks. The lessons may occur daily, or they may be spread over a longer period.

ONLY A BEGINNING

A clear understanding of the ordinary functions of a good dictionary, and the habit of its frequent and rapid use, will not be acquired by the children in the course of a few lessons, such as this program contemplates. This unit of study is only a beginning. Surely, the wise teacher will capitalize on the interest aroused by these contests, and will provide for and purposely encourage dictionary usage in connection with reading, and other subjects, throughout the year. It is in this type of activity that the Superintendent of Public Instruction sees the greatest value.

PLACEMENT IN THE GRADES

Where in the elementary school may this series of exercises be used? Preferably in the seventh and eighth grades. While work with the dictionary is usually begun in the fourth grade—and there, in many schools, intensive work is done—the state contest will probably concern only upper grade children. And since the limitations of this program, as sponsored, preclude the printing of more than one set of Class Exercises, that set should, we think, be on the upper grade level.

Teachers who carefully prepare a series of contests for intermediate grades, after the pattern of the preliminary set, will readily realize the value of such exercises in teaching the use of the dictionary. The words to be looked up should be within the comprehension of the children, and the contest exercises might well be limited to the first five or six of the series.

A LIMITED PROGRAM

This program is brief. It consists of ten lessons, a total of 130 words to be looked up in the dictionary. But consider what an opportunity for the children to alternate theory and practice under the impetus of daily contests, while the teacher centers attention on one and then another of ten different phases of word study. From day to day children practice the technique of handling the dictionary to acquire the habit of finding information with ease and speed.

SUGGESTIONS TO TEACHERS FOR CONDUCTING A CONTEST

See that all pupils have dictionaries and pencils. Before contest questions are distributed, pupils should open their dictionaries and, directed by the teacher, observe a few examples of the particular type of information called for in the contest to follow.

Dictionaries should be closed and the contest questions distributed. The teacher should do more than read aloud the "Directions" and have pupils read them silently; she should interpret them to the children to guard against misunderstandings.

These daily classroom exercises, under the guise of contests, should be regarded as practice lessons during which the teacher gives the help the children need. Hence, say to the pupils: "If, during the contest, you are puzzled over anything in the test or in the dictionary, hold up your hand and I will give you help." In state and county contests, directions and explanations should all be given before the contest begins, and no individual help granted.

GIVE DIRECTIONS SLOWLY AND DISTINCTLY

Before giving the signal to begin, have blanks filled at the top of the contest sheet, and then say: "This is a test of speed and accuracy in handling your dictionaries. Find the word quickly, copy the information called for, and give the page on which you found it. If you do not find the word, or your dictionary does not give the desired information, write three x's (xxx) in the blank for the answer and give the page on which you looked. As soon as you have finished the test bring your papers to my desk, and I shall number them—with this colored pencil—in the order they are handed to me: 1, 2, 3, 4, 5, etc." When half the class have finished give the signal, "Stop!" Then collect the unfinished papers and on each of them write, with colored pencil, the next number after that written on the last of the papers already completed and turned in.

HOW TO SCORE

In scoring take account of *accuracy* and *speed*. Score all papers for accuracy of information and from the mark thus obtained subtract the number (written with colored pencil) which shows the order in which the test was completed. To illustrate: Take off 3 from

the mark of the pupil who finished 3rd, 5 from the mark of him who finished 5th. Thus will the speedier pupils receive the higher score, unless because of errors they must take lower rank. Only one pupil may have a perfect score: he must be the first to finish and his work must be correct.

A WISE PRECAUTION

Twelve different dictionaries were repeatedly consulted in the preparation of lists of words selected for this series of Class Exercises to see if all twelve gave for each word the type of information asked for in the contest. And yet, how many varieties of dictionaries are in use in the schools of Illinois? Perhaps "57"! Hence a wise precaution for each teacher would be: to examine the available dictionaries in advance, and then use in the contest only those words for which the dictionaries give the desired information. Substitution might be made for the other words.

FINDING WORDS

Pupils mentally alert and habituated to a good method of handling a dictionary can find words—merely locate them—at the rate of three per minute. Time spent in learning to use a dictionary is time well spent, because of time saved later on; and *little facility means little use*. As a rule, children take pleasure in doing what they have learned to do well. The following ideas should be reviewed and practiced daily as pupils take the contest exercises, to the end that a valuable habit may be established.

1. *Know the alphabet*. Be perfectly familiar with the order of the letters. Learn the alphabet backward. This may seem unnecessary, but you will find it well worth-while. It is easily done if the letters are grouped thus:

(1) z y x, w v,
u t s, r q p;

(2) o n m, l k j,
i h g, f e d, c b a.

For the sake of the rhyme throw stress on v and p, and j and a.

Furnish some short lists for pupils to arrange alphabetically, to teach that the alphabetic arrangement extends to the ends of words. We must look to the seventh letter before we know which word comes first in the dictionary, *proposition* or *proposal*.

2. *In opening the dictionary use judgment*, which should be based on the following helpful facts: The middle of the dictionary is in the l's; the end of the first quarter is in the d's; of the third quarter, in the r's; many words begin with s, c, and p; few with z, y, x, q, k, and j; five times as many begin with s as with z, y, x, q, and k together. To find a word beginning with s, c, or p, do not turn a leaf at a time, or you will be slow to arrive: but

3. *Use the "guide words"* (sometimes called "catch words" or "index words") in large type at the top of each page of any dictionary. Learn what each guide word indicates and its use. There is no need of running down columns; *pounce* on words, don't hunt. After the first opening, skillfully lift the corners of the dictionary's

pages, and with the help of the guide words turn quickly to the page on which the word you seek is to be found.

SLOW AT FIRST

Teachers may be surprised, but should not be dismayed, at the slowness of inexperienced children in finding words. In the first contest, perhaps not more than one-fourth of the class will score above 70%. In the last contest of the series, if skillful teaching has been done, less than one-fourth will fall below 70%.

DICTIONARY EQUIPMENT

An old recipe for making rabbit pie says, "First catch your rabbit". No more can a pupil learn dictionary usage without a dictionary to use, than can the cook make rabbit pie without the chief ingredient. Every pupil should have a dictionary of his own, else how can he have access to one as often as he needs it? Moreover, all pupils of any class or group should have a copy of the same dictionary, for the convenience of giving class instruction. This idea prevails in many schools, as does the notion that all pupils should have the same text in reading or arithmetic. Should not all schools adopt it?

Parents, almost without exception, would buy a dictionary for their children if they thought one was needed; and teachers can, as a rule, convince them of the need. The telephone might serve as a means to this end. Teachers should carefully investigate and counsel with their county superintendent before naming the dictionary for use in their schools.

SUGGESTIONS TO SUPERINTENDENTS

If you desire, free of charge, other copies of this bulletin, each with a sample set of the Class Exercises, for your teachers who may be (or should be) interested in teaching the dictionary, write your request to the Superintendent of Public Instruction.

It is the prerogative of city and county superintendents to decide whether or not the schools under their administration shall participate in the dictionary program. Moreover, the superintendents may determine the manner of selecting representatives to the state contest. We recommend that where the participation is general a plan of elimination be followed: class winners, having the highest average in the series of Class Exercises, should compete in a one-school contest; and winners from the different schools of a city system should compete in a *final* contest; and winners from different schools of a county (including any whose enrollment in the grades was below 1,000 in 1935-1936) should compete in a county *final* contest.

If, however, the interest in the dictionary program in a city school system, or in any county, is *limited to but one school*, the superintendent may, if he chooses, dispense with eliminating contests and appoint the pupil he thinks best qualified to represent the school in the state contest.

Superintendents who have not the time or inclination to manage the final contest in the county or city school system, might appoint a small committee to take charge of it.

Since no provision has been made for paying contestants' expenses, in each final contest an alternate should be chosen whose parents are willing to meet the expenses of a trip to Springfield.

QUESTIONS FOR THE FINALS

Contest questions for county and city Finals (of the pattern headed "An Illustrative Dictionary Contest", shown in this bulletin) may be had, upon your request, from the Office of the Superintendent of Public Instruction.

Two forms will be prepared, and available by December 1, *Form A*, and *Form B*.

City superintendents may wish to hold a final contest in each grade school — for which we suggest *Form A* — and another contest among winners from the different schools in the city.

County superintendents may wish to supply, on request, *Form A* to city and village schools — public and private — in which the elementary school enrollment is below 1,000. *Form B* should be used only in city and county finals held for the purpose of choosing representatives to the state contest.

THREE NEW DICTIONARIES

In the preparation of contest questions for *Form A* and *Form B* the three newer dictionaries, named at the bottom of this page*, will be used. They have all been published within the last two years and they are admirably adapted to the needs of the elementary school. However, the purpose will be to prepare questions which may, with perhaps slight alteration, be used with any good dictionary. (See "A Wise" Precaution on page 9 of this bulletin.)

* Thorndike—Century Junior Dictionary.
Webster's, A Dictionary for Boys and Girls.
The Winston Simplified Dictionary for Schools.

RULES GOVERNING STATE DICTIONARY CONTEST

1. The State Dictionary Contest shall be held in Springfield, Illinois, on the opening day of the meeting of the State Teachers' Association in December, 1936. (A more definite announcement of the time and place will be made in the December issue of the Educational Press Bulletin.)

2. All pupils in the first eight grades, regularly attending the public or private schools of Illinois during the current year, 1936-1937, shall be eligible to enter the contest.

3. Each county shall be entitled to one representative in the State Contest, and (regardless of county representation) each city in which not less than 1,000 pupils were enrolled in the elementary pub-

lic schools, according to the Illinois School Directory for 1935-1936, shall be entitled to one representative.

4. Each county superintendent, for his county, and each city superintendent for his city, shall determine the method of choosing representatives to the state contest. (See suggestions elsewhere in the bulletin.)

5. The name of each contestant who will represent a county or a city in the State Dictionary Contest, the name of the dictionary he will use (choice limited to the three named on page 11 of the bulletin), and a registration fee of \$1.00, to pay necessary expenses, shall be sent to the Chairman of the Contest Committee not later than December 21, 1936.

6. The three contestants taking the highest rank in this contest shall be awarded suitable prizes. The Contest Committee has not at the time of the issuance of these rules determined just what the prizes shall be.

7. The State Dictionary Contest shall include only such questions as are typified in the "Illustrative Dictionary Contest", shown on page 13 of the bulletin.

8. The Committee shall pass on the eligibility of contestants. They shall be judges of the contest, and certify to the State Superintendent of Public Instruction the names of the winners of the contest—the first five in the order of their rank.

In the Contest Committee, appointed by the State Superintendent of Public Instruction, is vested complete authority for the management of the contest. The Committee may, when they meet on the day of the contest, make additional rules, (the need for which may not have been anticipated) or alter the plan proposed by the conductor of the contest. Provided, that a member or members of the Committee may, if other duties or interests conflict on the day of the contest, name their own substitutes on the Contest Committee, subject to the approval of the State Superintendent of Public Instruction.

AN ILLUSTRATIVE DICTIONARY CONTEST

Name..... Score.....

1. DEFINITION: (A definition consists of more than one word; a synonym of only one.) Copy from the dictionary a short definition of
 - (a) insipid Page.....
.....
 - (b) panacea..... Page.....
.....
2. SYNONYM: Give a synonym for
 - (a) agile..... Page.....
 - (b) craven..... Page.....
3. SPELLING: Rewrite, supplying the omitted letter or letters:
 - (a) beaut.....ous..... Page.....
 - (b) occur.....nce..... Page.....
4. PRONUNCIATION:
 - (a) Mark the a in *ignoramus* Page.....
 - (b) Indicate the accent: *mis chie vous*. Page.....
5. PLURALS OF NOUNS: Give one plural for *oasis* and two for *cherub*:
 - (a) oasis..... Page.....
 - (b) cherub..... Page.....
6. SYLLABICATION: Rewrite and leave spaces between syllables:
 - (a) * maintenance..... Page.....
 - (b) armistice..... Page.....
7. HYPHENS: Are these words written with a hyphen between the parts? Answer "yes" or "no."
 - (a) praiseworthy..... Page.....
 - (b) redhot..... Page.....
8. PARTS of SPEECH: As ordinarily used, what part of speech is
 - (a) perhaps..... Page.....
 - (b) principle..... Page.....
9. ABBREVIATIONS: Give the meaning of
 - (a) P. I..... Page.....
 - (b) e. g..... Page.....
10. ILLUSTRATED SENTENCES: Copy a sentence or phrase which illustrates the use of
 - (a) teach.....
..... Page.....
 - (b) learn.....
..... Page.....

HOW TO SCORE

Each exercise has two parts marked (a) and (b). A credit of 10% is given for each of the ten exercises (5% for each part), provided the answers and the dictionary pages are correct. No credit is allowed for wrong answers nor for correct answers if the page number is omitted or wrongly given. A perfect score is 100%.

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ALPHABETIZING

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No. 0, to Precede a Series of Class Exercises in the Use of the Dictionary

(This test is adapted from one devised by Warren Jones, _____, Kentucky, and is used here by permission.)

To the teacher: You can readily make other tests on this pattern if you find it useful.

Your name _____ Score _____

To the Pupil: Some of the groups of words below are arranged alphabetically and some are not. Make a cross under the word "true" on the line at the left of each group that is correctly arranged. Like this:

TRUE

FALSE

X

handy, hang, moose, zebra

Make a cross under the word "false" on the line at the left of each group that is not arranged in order. Then correct the arrangement by putting a figure 1 over the word that should be first, a 2 over the word that should come second, and so on; like this:

TRUE

FALSE

X

3 2 4 1
quart, march, risk, beware

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Do not begin until your teacher tells you to do so.

TRUE

FALSE

| | | | | | |
|-------|-------|--------------|------------|------------|------------|
| _____ | _____ | 1. bewitch | darkness | placed | skull |
| _____ | _____ | 2. offend | tan | wall | yours |
| _____ | _____ | 3. boiler | harrow | scraper | task |
| _____ | _____ | 4. suspect | scratch | wager | snatch |
| _____ | _____ | 5. brow | mortal | wand | window |
| _____ | _____ | 6. peanut | penny | perfect | pet |
| _____ | _____ | 7. hold | hog | homely | hook |
| _____ | _____ | 8. reach | ready | real | reason |
| _____ | _____ | 9. disappear | distant | disorder | disobey |
| _____ | _____ | 10. under | understand | underneath | understood |
| _____ | _____ | 11. normal | nonsense | novelist | notebook |
| _____ | _____ | 12. costume | cutter | cutting | custom |
| _____ | _____ | 13. petal | pedal | pleasure | plunder |
| _____ | _____ | 14. summer | summit | suitable | sultan |
| _____ | _____ | 15. wan | wand | wander | wanderer |
| _____ | _____ | 16. wherein | whereon | wherever | whereof |

How to score: Count the X's that are *correctly* placed in both "true" and "false" columns. Count also the groups of words "not arranged in order" but for which the correct arrangement has been indicated by figures above the words. Multiply the total count by 4. The score will then be on a percentile basis. A perfect paper will be graded 100.

DICTIONARY CONTEST

No. 1 of a Series of Class Exercises

DEFINITIONS AND SYNONYMS

Your name _____ Score _____

Name of dictionary _____

Directions: Take time to read and think over these directions. Give one definition for each of the first five words, and one synonym for each of the last five. Bear in mind that a definition consists of more than one word, a synonym of but one. If the dictionary gives more than one definition for a word, take your choice; but copy only one. Give the page on which you find it. If you cannot find what is asked for, write three x's (xxx) for your answer and give the page on which you looked.

DEFINITIONS

1. legible _____

Page _____

2. lambkin _____

Page _____

3. expel _____

Page _____

4. gewgaw _____

Page _____

5. decade _____

Page _____

Give one SYNONYM, and only one, for each of the following words:

6. juvenile _____

Page _____

7. robust _____

Page _____

8. grumpy _____

Page _____

9. lo _____

Page _____

10. husbandry _____

Page _____

How to score: Allow 10% for each correct answer if the page is given.

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DICTIONARY CONTEST

No. 2 of a Series of Class Exercises

PRONUNCIATION

Your name _____ Score _____

Name of dictionary _____

Directions: In the dictionary after each word is shown, in parenthesis, its correct pronunciation. If two pronunciations for a word are given, take only the first. If you fail to find a word, write three x's (xxx) in the blank after it and give the page on which you looked.

Column I

Column II

In the blank after each word in this column give its pronunciation exactly as indicated in the dictionary, by diacritical marks and marks of accent.

Place the mark of accent as shown in your dictionary. (Omit diacritical markings.)

| | Page | | Page |
|-----------------|-------|-------------------|-------|
| 1. pretty _____ | _____ | 11. des sert . | _____ |
| 2. whose _____ | _____ | 12. ro bust | _____ |
| 3. height _____ | _____ | 13. con tra ry | _____ |
| 4. dance _____ | _____ | 14. ty phoid | _____ |
| 5. quay _____ | _____ | 15. in dus try | _____ |
| 6. ski _____ | _____ | 16. mu se um | _____ |
| 7. deaf _____ | _____ | 17. com pa ra ble | _____ |
| 8. cello _____ | _____ | 18. ho ri zon | _____ |
| 9. data _____ | _____ | 19. in flu ence | _____ |
| 10. suite _____ | _____ | 20. e qua tor | _____ |

How to score. A credit of 5% is allowed for each word correctly marked if the page is given.

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DICTIONARY CONTEST

No. 3 of a Series of Class Exercises

SPELLING

Your name _____ Score _____

Name of dictionary _____

Directions: One or more letters have been omitted from each of the words listed below. (In the first column the words are in italics.) Find these words in your dictionary and copy the omitted letters in the blank spaces left for them. Give after each word the page of the dictionary on which you find it.

For Intermediate Grades Column I

For Upper Grades Column II

| | Page | | Page |
|---|-------|---------------------|-------|
| 1. Carpenters use the saw and <i>hamm</i> <i>r</i> . | _____ | 1. iceb____rg | _____ |
| 2. Lesson in English <i>gramm</i> <i>r</i> . | _____ | 2. debat____r | _____ |
| 3. An <i>orch</i> <i>rd</i> of fruit- bearing trees | _____ | 3. contag____ous | _____ |
| 4. The <i>rais</i> <i>n</i> is made from the grape. | _____ | 4. courag____ous | _____ |
| 5. County <i>superintend</i> <i>nt</i> of schools. | _____ | 5. misch____vous | _____ |
| 6. The chairman named a <i>commit</i> <i>e</i> . | _____ | 6. counterf____t | _____ |
| 7. Cut out pictures with the <i>scis</i> <i>ors</i> . | _____ | 7. divis____ble | _____ |
| 8. <i>Sep</i> <i>rate</i> the sheep from the goats. | _____ | 8. mucil____ge | _____ |
| 9. Illinois is a <i>prair</i> <i>e</i> state | _____ | 9. privil____ge | _____ |
| 10. Good food is served at this <i>restaur</i> <i>nt</i> . | _____ | 10. embarr____ss | _____ |
| | | 11. occur____nce | _____ |
| | | 12. appendicit____s | _____ |
| | | 13. soph____more | _____ |
| | | 14. lab____ratory | _____ |
| | | 15. exist____nce | _____ |
| | | 16. resist____nce | _____ |
| | | 17. auction____r | _____ |
| | | 18. chiffon____r | _____ |
| | | 19. souven____r | _____ |
| | | 20. extrav____gance | _____ |

How to score: Allow 10% for each word in Column I and 5% for each word in Column II if the page is given.

DICTIONARY CONTEST

No. 4 of a Series of Class Exercises

PLURALS OF NOUNS that form their plurals irregularly

Your name _____ Score _____

Name of dictionary _____

Directions: In the blank space after each word listed below copy its plural form as you find it in your dictionary, and give the page on which you find it. Plurals are given in the dictionary after "pl.", the abbreviation for plural. If two plurals are given, copy only the first. If the plural of a word is not given, write three x's (xxx) in the blank space and give the page on which you looked.

| | Page |
|-------------------------|-------|
| 1. library _____ | _____ |
| 2. oasis _____ | _____ |
| 3. motto _____ | _____ |
| 4. index _____ | _____ |
| 5. cherub _____ | _____ |
| 6. scarf _____ | _____ |
| 7. vertebra _____ | _____ |
| 8. memorandum _____ | _____ |
| 9. son-in-law _____ | _____ |
| 10. court-martial _____ | _____ |

How to score: Allow 10% for each word if the correct plural and page are given.

DICTIONARY CONTEST

No. 5 of a Series of Class Exercises

SYLLABICATION

(Words divided at the ends of lines—in printing, typing, and handwriting—should be divided between syllables.)

Your name _____ Score _____

Name of dictionary _____

Directions: Copy from your dictionary the following words, showing their proper division into syllables. Spell them correctly and omit diacritical marks.

For example: syl lab i ca tion

Page

- | | | |
|----------------|-------|-------|
| 1. Japanese | _____ | _____ |
| 2. burglar | _____ | _____ |
| 3. heroine | _____ | _____ |
| 4. armistice | _____ | _____ |
| 5. mischievous | _____ | _____ |
| 6. dirigible | _____ | _____ |
| 7. lamentable | _____ | _____ |
| 8. statistics | _____ | _____ |
| 9. seizure | _____ | _____ |
| 10. despicable | _____ | _____ |

How to score: Allow 10% for each word correctly syllabicated if the page is given.

DICTIONARY CONTEST

No. 6 of a Series of Class Exercises

HYPHENATED WORDS

(To Teachers: Custom varies, hence dictionaries differ, in the use of hyphens in compound words. See that all dictionaries used with this test contain the ten words given below and agree as to which are *hyphenated*.)

Your name _____ Score _____

Name of dictionary _____

Directions: Find in your dictionary *semicircle* and *self-control*. Because of the hyphen in *self-control* it is called a hyphenated word. Look up the following words and you will find that five of them are printed with a hyphen *exactly like the one in self-control*; the other five, like *semicircle*, contain no such hyphen. Write *Yes* after the "hyphenated" words, and *No* after the others.

Page

- | | | |
|------------------|-------|-------|
| 1. baseball | _____ | _____ |
| 2. goodbye | _____ | _____ |
| 3. readymade | _____ | _____ |
| 4. downhearted | _____ | _____ |
| 5. praiseworthy | _____ | _____ |
| 6. wellbred | _____ | _____ |
| 7. tonguetied | _____ | _____ |
| 8. shamefaced | _____ | _____ |
| 9. weatherbeaten | _____ | _____ |
| 10. weathercock | _____ | _____ |

How to score: Allow 10% for each correct answer if the page is given.

DICTIONARY CONTEST

No. 7 of a Series of Class Exercises

PARTS OF SPEECH

(Take notice: Abbreviations to show *parts of speech* appear after all words throughout the dictionary. Think how much space is saved through the use of abbreviations for the eight parts of speech. We need, of course, to know the words for which the abbreviations stand. Usually we can find them in the dictionary itself in a list headed "Abbreviations Used in This Book.")

Your name _____ Score _____

Name of dictionary _____

Directions: Find in your dictionary the abbreviation for the *part of speech* of each word given below, and write that abbreviation in the space after the word. Give also the page on which you find it.

| | Page |
|---------------------|-------|
| 1. hereby _____ | _____ |
| 2. hey _____ | _____ |
| 3. martial _____ | _____ |
| 4. moreover _____ | _____ |
| 5. versus _____ | _____ |
| 6. prophesy _____ | _____ |
| 7. quite _____ | _____ |
| 8. stationary _____ | _____ |
| 9. via _____ | _____ |
| 10. confidant _____ | _____ |

How to score: Allow 10% for each correct answer if the page is given.

DICTIONARY CONTEST

No. 8 of a Series of Class Exercises

ILLUSTRATIVE SENTENCES AND PHRASES

(To Teachers: This test is impracticable for use with dictionaries that do not give *illustrative phrases* or *sentences*. The smaller books will not serve the purpose; however, the three newer publications—Webster's "Dictionary for Boys and Girls", "The Thorndike-Century", and "The Winston Simplified Dictionary for Schools"—as well as "Webster's Elementary" and "Winston's Simplified Intermediate", will serve for this test.)

Your name _____ Score _____

Name of dictionary _____

Directions: In the space after each word given below write a *phrase* or a *sentence* (only one) that you may find in your dictionary to show a correct use of that word. Do not make the mistake of giving a *definition*. If you cannot find such a *phrase* or *sentence*, write three x's (xxx) in the space and give the page on which you looked.

1. pattern _____
Page _____

2. loose _____
Page _____

3. rather _____
Page _____

4. vital _____
Page _____

5. too _____
Page _____

6. likely _____
Page _____

7. delicate _____
Page _____

8. hearty _____
Page _____

9. due _____
Page _____

10. suite _____
Page _____

How to score: Allow 10% for each word whose use is illustrated if the page is given.

DICTIONARY CONTEST

No. 9 of a Series of Class Exercises

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ABBREVIATIONS

(To Teachers: The smaller dictionaries named "Concise", "Primary", "Shorter", etc., give but a limited number of *abbreviations*, hence may not be used with this test. Three newer dictionaries—published within the last two years—include abbreviations in the main vocabulary; most others have them listed near the end of the book. Make two tests of this one if, on account of time limitation, you prefer.)

Your name _____ Score _____

Name of dictionary _____

Directions: Give the meaning of the following abbreviations or the words for which they stand, and indicate the pages on which you find them. Some abbreviations have two or more meanings; copy but one.

| | Page | | Page |
|--------------------|-------|-----------------------|-------|
| 1. B. C. _____ | _____ | 11. P. M. _____ | _____ |
| 2. dept. _____ | _____ | 12. P. O. _____ | _____ |
| 3. c. g. _____ | _____ | 13. Prof. _____ | _____ |
| 4. etc. _____ | _____ | 14. P. S. _____ | _____ |
| 5. i. e. _____ | _____ | 15. R. R. _____ | _____ |
| 6. I O U _____ | _____ | 16. S. S. _____ | _____ |
| 7. M. D. _____ | _____ | 17. Supt. _____ | _____ |
| 8. mfg. _____ | _____ | 18. vs. _____ | _____ |
| 9. O. K. _____ | _____ | 19. wk. _____ | _____ |
| 10. R. F. D. _____ | _____ | 20. Y. M. C. A. _____ | _____ |
| _____ | _____ | _____ | _____ |

How to score: Allow 5% for each correct answer if the page is given.

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Illinois 1937

Dictionary Contest



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An Educational Program
For Instruction In The
Use Of The Dictionary

ISSUED BY - JOHN A. WIELAND, SUPERINTENDENT
OF PUBLIC INSTRUCTION. PRINTED BY THE
AUTHORITY OF THE STATE OF ILLINOIS

1937

ILLINOIS DICTIONARY CONTEST

An Educational Program
for Instruction in the
Use of the Dictionary

THE LIBRARY OF THE
OCT 21 1937
UNIVERSITY OF ILLINOIS

STATE CONTEST COMMITTEE

O. F. PATTERSON, *Chairman*, Assistant Superintendent of Public Instruction, Springfield.

W. J. HAMILTON, Superintendent of Schools, Oak Park.

E. H. LUKENBILL, County Superintendent of Schools, Logan County.

D. E. SIMS, County Superintendent of Schools, Bond County.

Issued by

JOHN A. WIELAND,
Superintendent of Public Instruction

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FOREWORD

The vocabulary of an individual, like that of a race, is in direct proportion to the range, activity, and accuracy of his ideas. Ideas depend upon words for their conveyance. Not only are words the instruments by means of which we grasp the thoughts of others, but with them we do our own thinking.

The program herein described lends itself to vocabulary extension and to word mastery. It is fundamentally related to growth in scholarship. Hence it is in this project as an educational program rather than as mere contests that we feel the greatest value lies.

This bulletin is little changed from the one prepared for 1936. It was prepared by Elmer W. Cavins, Assistant Professor of English, (Emeritus), Illinois State Normal University and O. F. Patterson, Assistant State Superintendent of Public Instruction.

JOHN A. WIELAND,
Superintendent of Public Instruction.

September 10, 1937.

INTRODUCTION

With the issuance of this bulletin goes the announcement of the second State Dictionary Contest, to be held in Springfield on the first day of the meeting of the State Teachers Association in December. The contest is open to pupils of all public (and private) elementary schools of Illinois.

This bulletin is prepared for superintendents of schools, principals, and teachers. It offers an educational program for instruction and training, and outlines a plan for making the possession and use of good dictionaries more general in Illinois.

This bulletin is sent from the office of the State Superintendent of Public Instruction to all county superintendents, and to superintendents in those cities in which the enrollment in the elementary schools is at least 1,000, according to the Illinois School Directory for 1936-1937. City and village schools whose enrollment in the grades is under 1,000 may, if their principals choose, share in the program, by becoming a part of the county organization and obtaining copies of this bulletin and sets of contest questions through their county superintendents.

INVITATION TO PARTICIPATE

Participation in the Dictionary Contest program, herein set forth, is optional. County and city superintendents are the ones to decide what part, if any, shall be taken by the schools under their administration. Schools may adopt—or adapt—the program and be under no obligation to send a representative to the state contest in December.

CONTEST MATERIAL

Superintendents may secure for their teachers copies of this bulletin and Series of Class Exercises by writing to John A. Wieland, Superintendent of Public Instruction. It is hoped that superintendents and principals will have duplicate copies of the exercises, headed "Dictionary Contest", made for the schools under their charge.

This material is almost identical with what was sent out in December, 1936. Only minor alterations have been made in the bulletin, and none in the exercises. However, a Second Series of Class Exercises, of like form and different content, is under preparation and will be ready for distribution on or before October 1. Copies for your teachers may be had for the asking. Make your requests definite.

AN EDUCATIONAL PROGRAM

If you believe, as we do:

1. That the intelligent use of the dictionary is necessary to scholarship.
2. That the dictionary is the most valuable of reference books, yet comparatively few pupils habitually use it.

3. That one of the best things a teacher can do for pupils is to develop self-reliance, and put them in the way of helping themselves.

4. That children (and many teachers) need to be informed on the many uses of a dictionary; they need to have it interpreted to them.

5. That they need intimate and direct contact with a dictionary to learn its resources and realize its worth. (Then, and not till then, will the urge be strong enough to impel them to consult a dictionary when they need its help.)

6. That if pupils in the grades become genuinely interested in the dictionary and trained in its rapid use, they will be likely to retain that interest through life; the interest will probably increase rather than diminish.

—If you share our convictions as to the need for such training in the elementary school, please examine the set of exercises sent herewith—exercises under the guise of contests—designed to give instruction and faculty in the use of the dictionary.

WHAT IS A DICTIONARY CONTEST?

It is a test of speed and accuracy in finding in the dictionary various kinds of information about words. (Any good dictionary contains about fifteen different classes of information, ten of which are included in the contests herewith provided.)

TWO TYPES OF CONTEST

One type consists of a series of contests—more properly regarded as Class Exercises—each dealing with one phase of word study. The other is a comprehensive contest, which includes in one test all of the ten phases of word study covered by the set of Class Exercises. For an example of the comprehensive contest see page 13. It is headed “An Illustrative Dictionary Contest”. This type of contest will be used in city and county Finals and in the state contest at Springfield.

Enclosed with this bulletin is a sample set, or series of Class Exercises. They are numbered and arranged, as we think, in the order of their value. Teachers who may not have time for all the series will prefer to omit the least important—at the end of the list.

BY WAY OF PREPARATION

We find that pupils in the grades, particularly in the intermediate grades, require the most primary instruction in the contents and use of a dictionary. The series of Class Exercises, styled “Dictionary Contests”, herewith provided, will prove valuable beyond your expectation in teaching children to interpret the dictionary and take pleasure in its use.

Each lesson presents a new use of the dictionary and places emphasis on that use. To prepare pupils for the intelligent use of a dictionary teach them:

1. To find words quickly.
2. To know the difference between *definitions* and *synonyms*.
3. To recognize *sentences* and *phrases* given to *illustrate use*, and to distinguish them from definitions.
4. To know the meaning of *accent* and of *diacritical* marks; and how to use the *key line* in learning correct pronunciation.
5. To find the *plurals* of nouns that form their plurals irregularly. (Some dictionaries give *only the endings* of plural forms.)
6. To observe correct *syllabication*.
7. To distinguish *hyphenated* words from other compound forms.
8. To know that the *part of speech* of each word is given by an abbreviation following the pronunciation.
9. To find the meanings of *abbreviations*, whether in the main vocabulary or near the end of the book.

The set of Class Exercises, that goes with this bulletin, covers the specific phases of word study enumerated above, and provides interesting and profitable lessons, of 30 to 40 minutes daily, for a period of about two weeks. The lessons may occur daily, or they may be spread over a longer period.

ONLY A BEGINNING

A clear understanding of the ordinary functions of a good dictionary, and the habit of its frequent and rapid use, will not be acquired by the children in the course of a few lessons, such as this program contemplates. This unit of study is only a beginning. Surely, the wise teacher will capitalize on the interest aroused by these contests, and will provide for and purposely encourage dictionary usage in connection with reading, and other subjects, throughout the year. It is in this type of activity that the Superintendent of Public Instruction sees the greatest value.

PLACEMENT IN THE GRADES

Where in the elementary school may this series of exercises be used? Preferably in the seventh and eighth grades. While work with the dictionary is usually begun in the fourth grade—and there, in many schools, intensive work is done—the state contest will probably concern only upper grade children. And since the limitations of this program, as sponsored, preclude the printing of more than two sets of Class Exercises, they should, we think, be on the upper grade level.

Teachers who carefully prepare a series of contests for intermediate grades, after the pattern of the preliminary set, will readily realize the value of such exercises in teaching the use of the dictionary. The words to be looked up should be within the comprehension of the children, and the contest exercises might well be limited to the first five or six of the series.

A LIMITED PROGRAM

This program is brief. It consists of ten lessons, a total of 130 words to be looked up in the dictionary. But consider what an opportunity for the children to alternate theory and practice under the impetus of daily contests, while the teacher centers attention on each of ten different phases of word study, one at a time. From day to day children practice the technique of handling the dictionary to acquire the habit of finding information with ease and speed.

SUGGESTIONS TO TEACHERS FOR CONDUCTING A CONTEST

See that all pupils have dictionaries and pencils. Before contest questions are distributed, pupils should open their dictionaries and, directed by the teacher, observe a few examples of the particular type of information called for in the contest to follow.

Dictionaries should be closed and the contest questions distributed. The teacher should do more than read aloud the "Directions" and have pupils read them silently; she should interpret them to the children to guard against misunderstandings.

These daily classroom exercises, under the guise of contests, should be regarded as practice lessons during which the teacher gives the help the children need. Hence, say to the pupils: "If, during the contest, you are puzzled over anything in the test or in the dictionary, hold up your hand and I will give you help." In state and county contests, directions and explanations should all be given before the contest begins, and no individual help granted.

GIVE DIRECTIONS SLOWLY AND DISTINCTLY

Before giving the signal to begin, have blanks filled at the top of the contest sheet, and then say: "This is a test of speed and accuracy in handling your dictionaries. Find the word quickly, copy the information called for, and give the page on which you found it. If you do not find the word, or your dictionary does not give the desired information, write three x's (xxx) in the blank for the answer and give the page on which you looked. As soon as you have finished the test bring your papers to my desk, and I shall number them—with this colored pencil—in the order they are handed to me: 1, 2, 3, 4, 5, etc." When half the class have finished give the signal, "Stop!" Then collect the unfinished papers and on each of them write, with colored pencil, the next number after that written on the last of the papers already completed and turned in.

HOW TO SCORE

In scoring take account of *accuracy* and *speed*. Score all papers for accuracy of information and from the mark thus obtained subtract the number (written with colored pencil) which shows the order in which the test was completed. To illustrate: Take off 3 from

the mark of the pupil who finished 3rd, 5 from the mark of him who finished 5th. Thus will the speedier pupils receive the higher score, unless because of errors they must take lower rank. Only one pupil may have a perfect score: he must be the first to finish and his work must be correct.

A WISE PRECAUTION

Twelve different dictionaries were repeatedly consulted in the preparation of lists of words selected for this series of Class Exercises to see if all twelve gave for each word the type of information asked for in the contest. And yet, how many varieties of dictionaries are in use in the schools of Illinois? Perhaps "57"! Hence a wise precaution for each teacher would be: to examine the available dictionaries in advance, and then use in the contest only those words for which the dictionaries give the desired information. Substitution might be made for the other words.

FINDING WORDS

Pupils mentally alert and habituated to a good method of handling a dictionary can find words—merely locate them—at the rate of three per minute. Time spent in learning to use a dictionary is time well spent, because of time saved later on; and *little facility means little use*. As a rule, children take pleasure in doing what they have learned to do well. The following ideas should be reviewed and practiced daily as pupils take the contest exercises, to the end that a valuable habit may be established.

1. *Know the alphabet.* Be perfectly familiar with the order of the letters. Learn the alphabet backward. This may seem unnecessary, but you will find it well worth-while. It is easily done if the letters are grouped thus:

(1) z y x, w v,
 u t s, r q p;

(2) o n m, l k j,
 i h g, f e d, c b a.

For the sake of the rhyme throw stress on v and p, and j and a.

Furnish some short lists for pupils to arrange alphabetically, to teach that the alphabet arrangement extends to the ends of words. We must look to the seventh letter before we know which word comes first in the dictionary, *proposition* or *proposal*.

2. In opening the dictionary use judgment, which should be based on the following helpful facts: The middle of the dictionary is in the l's; the first quarter of the dictionary includes words beginning with *four* letters—a, b, c, d; the last quarter, with *eight* letters—s, t, u, v, w, x, y, z; many words begin with s, c, and p; five times as many begin with s as with z, y, x, q, and k, all taken together. In looking for words, do not turn a leaf at a time or you will be slow to arrive: but

3. *Use the "guide words"* (sometimes called "catch words" or "index words") in large type at the top of each page of any dictionary. Learn what each guide word indicates and its use. There is no need of running down columns; *pounce* on words, don't hunt. After the first opening, skillfully lift the corners of the dictionary's

pages, and with the help of the guide words turn quickly to the page on which the word you seek is to be found.

SLOW AT FIRST

Teachers may be surprised, but should not be dismayed, at the slowness of inexperienced children in finding words. In the first contest, perhaps not more than one-fourth of the class will score above 70%. In the last contest of the series, if skillful teaching has been done, less than one-fourth will fall below 70%.

DICTIONARY EQUIPMENT

An old recipe for making rabbit pie says, "First catch your rabbit". No more can a pupil learn dictionary usage without a dictionary to use, than can the cook make rabbit pie without the chief ingredient. Every pupil should have a dictionary of his own, else how can he have access to one as often as he needs it? Moreover, all pupils of any class or group should have a copy of the same dictionary, for the convenience of giving class instruction. This idea prevails in many schools, as does the notion that all pupils should have the same text in reading or arithmetic. Should not all schools adopt it?

Parents, almost without exception, would buy a dictionary for their children if they thought one was needed; and teachers can, as a rule, convince them of the need. Teachers should carefully investigate and counsel with their county superintendent before naming the dictionary for use in their schools.

SUGGESTIONS TO SUPERINTENDENTS

If you desire, free of charge, other copies of this bulletin, each with a sample set of the Class Exercises, for your teachers who may be (or should be) interested in teaching the dictionary, write your request to the Superintendent of Public Instruction.

It is the prerogative of city and county superintendents to decide whether or not the schools under their administration shall participate in the dictionary program. Moreover, the superintendents may determine the manner of selecting representatives to the state contest. We recommend that where the participation is general a plan of elimination be followed: class winners, having the highest average in the series of Class Exercises, should compete in a one-school contest; and winners from the different schools of a city system should compete in a *final* contest; and winners from different schools of a county (including any whose enrollment in the grades was below 1,000 in 1936-1937) should compete in a county *final* contest.

If, however, the interest in the dictionary program in a city school system, or in any county, is *limited to but one school*, the superintendent may, if he chooses, dispense with eliminating contests and appoint the pupil he thinks best qualified to represent the school in the state contest.

Superintendents who have not the time or inclination to manage the final contest in the county or city school system, might appoint a small committee to take charge of it.

Since no provision has been made for paying contestants' expenses, in each final contest an alternate should be chosen whose parents are willing to meet the expenses of a trip to Springfield.

QUESTIONS FOR THE FINALS

Contest questions for county and city Finals (of the pattern headed "An Illustrative Dictionary Contest", shown in this bulletin) may be had, upon your request, from the Office of the Superintendent of Public Instruction.

Two forms will be prepared, and available by December 1, *Form A*, and *Form B*.

City superintendents may wish to hold a final contest in each grade school—for which we suggest *Form A*—and another contest among winners from the different schools in the city.

County superintendents may wish to supply, on request, *Form A* to city and village schools—public and private—in which the elementary school enrollment is below 1,000. *Form B* should be used only in city and county finals held for the purpose of choosing representatives to the state contest.

THREE NEW DICTIONARIES

In the preparation of contest questions for *Form A* and *Form B* the three new dictionaries, named on this page*, will be used. They have all been published within the last three years and they are admirably adapted to the needs of the elementary school. However, the purpose will be to prepare questions which may, with perhaps slight alteration, be used with any good dictionary. (See "A Wise" Precaution on page 9 of this bulletin.)

* Thorndike—Century Junior Dictionary.
Webster's, A Dictionary for Boys and Girls.
The Winston Simplified Dictionary for Schools.

RULES GOVERNING STATE DICTIONARY CONTEST

1. The State Dictionary Contest shall be held in Springfield, Illinois, on the opening day of the meeting of the State Teachers' Association in December, 1937. (A more definite announcement of the time and place will be made in the December issue of the Educational Press Bulletin.)

2. All pupils in the first eight grades, regularly attending the public or private schools of Illinois during the current year, 1937-1938, shall be eligible to enter the contest.

3. Each county shall be entitled to one representative in the State Contest, and (regardless of county representation) each city in which not less than 1,000 pupils were enrolled in the elementary pub-

lic schools, according to the Illinois School Directory for 1936-1937 shall be entitled to one representative.

4. Each county superintendent, for his county, and each city superintendent for his city, shall determine the method of choosing representatives to the state contest. (See suggestions elsewhere in the bulletin.)

5. The name of each contestant who will represent a county or a city in the State Dictionary Contest, the name of the dictionary he will use (choice limited to the three named on page 11 of the bulletin), and a registration fee of \$1.00, to pay necessary expenses, shall be sent to the Chairman of the Contest Committee not later than December 21, 1937.

6. The three contestants taking the highest rank in this contest shall be awarded suitable prizes. The Contest Committee has not at the time of the issuance of these rules determined just what the prizes shall be.

7. The State Dictionary Contest shall include only such questions as are typified in the "Illustrative Dictionary Contest", shown on page 13 of the bulletin.

8. The Committee shall pass on the eligibility of contestants, shall be judges of the contest, and certify to the State Superintendent of Public Instruction the names of the winners of the contest—the first five in the order of their rank.

In the Contest Committee, appointed by the State Superintendent of Public Instruction, is vested complete authority for the management of the contest. The Committee may, when they meet on the day of the contest, make additional rules, (the need for which may not have been anticipated) or alter the plan proposed by the conductor of the contest. Provided, that a member or members of the Committee may, if other duties or interests conflict on the day of the contest, name their own substitutes on the Contest Committee, subject to the approval of the State Superintendent of Public Instruction.

AN ILLUSTRATIVE DICTIONARY CONTEST

Name.....Score.....

1. DEFINITION: (A definition consists of more than one word; a synonym of only one.) Copy from the dictionary a short definition of
 - (a) insipid Page.....
 - (b) panacea Page.....
2. SYNONYM: Give a synonym for
 - (a) agile Page.....
 - (b) craven Page.....
3. SPELLING: Rewrite, supplying the omitted letter or letters:
 - (a) beaut.....ous..... Page.....
 - (b) occur.....nce..... Page.....
4. PRONUNCIATION:
 - (a) Mark the a in *ignoramus* Page.....
 - (b) Indicate the accent: *mis chie vous*. Page.....
5. PLURALS OF NOUNS: Give one plural for *oasis* and two for *cherub*:
 - (a) oasis Page.....
 - (b) cherub Page.....
6. SYLLABICATION: Rewrite and leave spaces between syllables:
 - (a) maintenance Page.....
 - (b) armistice Page.....
7. HYPHENS: Are these words written with a hyphen between the parts? Answer "yes" or "no."
 - (a) praiseworthy Page.....
 - (b) redhot Page.....
8. PARTS OF SPEECH: As ordinarily used, what part of speech is
 - (a) perhaps Page.....
 - (b) principle Page.....
9. ABBREVIATIONS: Give the meaning of
 - (a) P. I. Page.....
 - (b) e. g. Page.....
10. ILLUSTRATED SENTENCES: Copy a sentence or phrase which illustrates the use of
 - (a) teach..... Page.....
 - (b) learn..... Page.....

HOW TO SCORE

Each exercise has two parts marked (a) and (b). A credit of 10% is given for each of the ten exercises (5% for each part), provided the answers and the dictionary pages are correct. No credit is allowed for wrong answers nor for correct answers if the page number is omitted or wrongly given. A perfect score is 100%.

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